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ABSTRACT

Staff and graduate students from the University of Wisconsin (UW) conducted a 2-week workshop in environmental studies for adolescent Native American students and a concurrent teacher's education program entitled "Wetland Perspectives: Ways of Looking at the Landscape." 1996 is the fifth year for the PreCollege program and the second year for the teacher's program. This report addresses only the PreCollege program. Twelve Ojibwa and Oneida students, aged 13-17, participated in the program, and 10 completed the program. Program objectives included providing the opportunity for Native American youth to learn natural and social sciences with an environmental perspective, introducing them to college campuses at Lac Courte Oreilles Ojibwa Community College and UW-Madison, encouraging Native American youth to explore environmental and natural resource careers, and introducing youth from different tribes to each other. The curriculum covered topics and activities related to health, nutrition, healthy diets, ethnobotany, traditional food production, and tribal management of natural resources. The Lac Courte Oreilles Ojibwa Community College was an active supporter; activities took place at campus facilities and outdoors at various Wisconsin reservations. Student evaluations of the workshop were very positive and gave the highest ratings to activities involving computer use and building a wigwam. Six repeat students participated in a 5-year evaluation of the program. Recommendations for repeating the workshop include enhancing recruitment and selection efforts, developing academic portions of the curriculum, emphasizing rules of conduct, building and expanding contacts, and monitoring program overlap. (Appendices contain the curriculum calendar, list of participants and consultants, student evaluation summary sheet, and 5-year evaluation form.) (SAS)

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ED 421 306

Precollege Program In Environmental Studies for Native American Students

July 1 [illegible] 1996

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FINAL REPORT

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

INSTITUTE FOR ENVIRONMENTAL STUDIES

UNIVERSITY OF WISCONSIN-MADISON

RC021308

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Red Cliff
Reservation
Bad River
Reservation
Lac Courte
Oreilles
Reservation
Menominee
Reservation
Oneida
Reservation
Green
Bay
Madison
Milwaukee

FINAL REPORT

1996 PreCollege Environmental Studies Program for Native American Students

offered in conjunction with

Teachers Education Program "Wetland Perspectives: Ways of Looking at the Landscape"

Summary

A PreCollege environmental studies program for Native American students and a teacher's education program entitled "Wetland Perspectives: Ways of Looking at the Landscape" were offered concurrently from July 29 through August 9, 1996 using the Lac Courte Oreilles Community College, the Lac Courte Oreilles Cultural Healing Center, the Bad River Reservation, and the UW-Madison campus as major sites of activities. The PreCollege program visited for the first time this year the Red Cliff, the Menominee and the Oneida reservations as well as Lac Courte Oreilles and Bad River which have been included in prior years. 1996 is the fifth year the PreCollege program has been offered and the second year of the teacher's program. This document will review the PreCollege portion of the program. A separate report of the teacher's program is available.

Goals of the Student Program

To stimulate the interest of Native American youth in environmental studies by offering a curriculum that integrates the science and technology of natural resources management with traditional Native American and western philosophies and cultural values.

Objectives

1. To provide the opportunity for Native American youth to learn natural and social sciences with an environmental perspective. In particular, to provide a field and laboratory introduction to field ecology from both scientific, philosophic and traditional Native American approaches

2. To introduce Native American youth to college campuses at Lac Courte Oreilles (LCO) and UW-Madison and encourage more tribal members to attend college

3. To encourage Native American youth to explore environmental and natural resource careers

4. To introduce Native American youth from different tribes to each other and to visit several reservations in order to enhance dialogue between tribes and bands

Curriculum

Every year this program has been offered, we have increased the number of Native American persons who helped teach and contribute to this effort. We believe this contribution from the Native community helps us achieve our goal of integrating the science and technology of natural resources management with traditional Native American philosophies and cultural values.
This year our curriculum focussed on a number of activities on health, nutrition, healthy diets, ethnobotany and traditional food production.

Highlight's of the 1996 curriculum include:

- Lodging, feasts and traditional learning at LCO Cultural Healing Center (with Maryellen Baker),
- Visit to Pipestone Falls for welcome and cultural introduction (with Jerry Smith and Marilyn Benton)
- Collect wigwam materials for the construction of a traditional lodge at the LCO Ojibwa Community College (LCOOCC) (with Jerry Smith)
- Canoe trip on Chippewa flowage with stops at historical and cultural areas (with Jerry Smith and Bill Lontz)
- Prepare healing salve from natural ingredients using traditional ceremony (with Angelina)
- Tour of Red Cliff fish hatchery (hatchery staff)
- Traditional and cultural lessons at Raspberry Bay on Red Cliff reservation, (with Marvin DeFoe and group of Red Cliff youth who joined our group)
- Made beads from native clay soils and fired in bonfire (with Marvin DeFoe)
- Boat trip on sloughs of Bad River Reservation, discussion of wild rice importance and production, and observation of four eagle nests (with Dan Powless, Jim Meeker)
- Electroshocking of fishes on Bad River with Great Lakes Indian Fish and Wildlife staff (with Glenn Miller and his staff)
- Sample flora and fauna from ponds and streams at LCO, and examination under microscope at lab in LCOOCC (with Deb Anderson)
- Visit traditional tepee and discuss history, and cultural issues (with John Anderson, Ginger Wilcox)
- Visit Menominee reservation, forestry center, investigate forestry regeneration plots (with Marshall Pecore, Steve Arnold and Larry Waukau)
- Prepared traditional Oneida meal at the Oneida cannery and farm, visited the new garden sites and helped row plants, discussed traditional food production methods (with Carol Elm and Pat Ninham)

- Trip to Aztalan archeological site near Madison, with background on early inhabitants (with Larry Johns)
- Assist students in preparation of their final reports, including computer exercises, library introductions.

A complete schedule of activities is included as Appendix A and a list of participants is Appendix B.

Participation

Twelve students participated in the program, two others had been admitted but last minute medical problems prevented them from attending. Seven students were male and five were female. Ten participants were Ojibwa (from the LCO and St. Croix bands), one was Oneida and one was Oneida and Ojibwa. Ages ranged from 13 to 17. There was a mixture of students from the reservations (LCO and Oneida) and several from the Indian Community School in Milwaukee.

Tribal Contributions

Since this program began in 1992, the Lac Courte Oreilles Ojibwa Community College has been an active supporter and contributor. The president, Dr. Jasjit Minhas has been consistently supportive and generous in allowing us to use the college facilities, in particular the environmental science laboratory, the library, and other college facilities. Other staff members including Dean Nancy Merrill, Marilyn Benton, Jerry Smith, Deb Anderson and Leslie Ramczyk have helped to smooth the logistics of our efforts and several have been active participants through the years by meeting with the students and leading activities. At Bad River, the Natural Resources department has been our point of contact with Erv Soulier, Joe Dan Rose, Mark Miller and Dan Powless making us welcome and in participating with the students in showing us the sloughs, discussing wild rice propagation and harvesting, and tribal management of the resources. John Anderson, formerly LCO tribal chair, and Ginger Wilcox welcomed us to their home and tepee with discussions of LCO culture and history.

In 1995 and 1996 we stayed at the Lac Courte Oreilles Cultural Healing Center with Maryellen Baker. She has been not only our host in providing lodging and wonderful food but a valued teacher and role model for the students and staff. Her contributions have added immeasurably to the success of our visit at LCO and the students have reflected this in their evaluations (see next chapter).

In 1996, we added visits to the Red Cliff, Menominee and Oneida Reservations. At Red Cliff Judy Pratt-Shelly was very helpful in arranging a visit to the tribal fishery and in meeting with the students during our visit. Marvin Defoe, Director of the Red Cliff Youth Center arranged for us to meet with a number of Red Cliff youth who made us feel very welcome. Marvin took us all out to Raspberry Bay and discussed Red Cliff history and cultural issues. We also had the opportunity to make clay jewelry from native soils and then to fire them in a bonfire that evening.

Marvin arranged for a wonderful traditional feast and invited us to stay over night at the Youth Center.

At Menominee, Marshall Pecor met with our students and introduced them to traditional Menominee forestry practices. His colleague Steve Arnold took us out to several different forest areas to demonstrate various regeneration techniques and showed us how to age a tree with a core sample. Larry Waukau treated us all to a dinner and meaningful discussion at the Menominee casino. At the Oneida Tsyuhekwa center, Paul Smith and Bev Skow arranged for us to visit the Oneida cannery where Carol Elm demonstrated preparation of traditional corn bread, corn soup and wild rice. Pat Ninham spent time with us discussing healthy foods and lifestyles, diets and traditional Oneida agriculture. He arranged for us to visit several farms now being managed with traditional Oneida cropping techniques

The Indian Community School in Milwaukee assisted us with recruiting for the program and getting application materials to us as well as providing transportation for their students to and from Madison.

Student Evaluations of Summer 1996 Program

At the conclusion of the program, we asked all the students who participated to complete an evaluation of the 1996 program. A complete summary of responses will be included in Appendix C.

Selected responses include the following:

Favorite activities in order of preference

- Using computers, library resources, Internet at UW-Madison
- Staying at the A-frame with Maryellen
- Preparing projects for presentation
- Chippewa Flowage-Canoe trip
- Pipestone Falls with Jerry Smith
- Trip to Aztalan with Larry Johns
- Visit to Red Cliff with Marvin Defoe
- Collecting materials and building wigwam
- Bad River Slough trip
- Visit Tepee and meet with Ginger Wilcox and John Anderson
- Visit to Oneida farms and traditional food preparation

Overall evaluation of program:

Excellent 9, Good 1, Fair 2

What did you learn from the workshop?

How to build a wigwam
How to use computers, Internet
How to find out the diameter of a tree, which trees to cut down
How to find out the age of a tree without cutting it down
Different plants and how they were used
I learned about wolves
I learned about bats
That some tribes practice cannibalism
I learned more about wildlife
Info about mounds
How to make bead out of clay

What would you have changed?

Stay in Madison longer (x 4)
The length of the program--it should be 3 weeks
Spend more time in Oneida

Would you participate a second time?

Yes-12

Other suggestions:

Program should be 3 weeks
Keep the program going so I can come back again

Staff Evaluation of Program

The four graduate students who were the teaching assistants and staff for the program were invited to evaluate the program and make suggestions for improvements. Below are major results:

- Begin recruiting students earlier in spring in order to select those who will have the best academic background as well as those who will benefit most from the experience
- Emphasize the academic nature of the program and especially enlarge the time spent on project preparation (noting that the kids ranked this high in their evaluations), may want to add journals with daily writing into program and establish a theme for each year
- Continue to be mindful of overlap between the kids and the teachers program, making special efforts to integrate better
- Enforce rules of conduct and regulations to students and their parents

- Continue to build on new tribal contacts at Red Cliff, Menominee and Oneida and expand to others

Student Five-year Evaluations of Program

1996 marks the fifth year the Pre-College program has been offered. We felt it was important to look not only at the program on a yearly basis but with an eye toward evaluating the success of our long term goals. Six of the participants in the summer of 1996 were repeating the program, with one young man having attended all 5 years, and several being involved for 3 or 4 years. Evaluations have been mailed during the fall of 1996 to over 35 other students who participated in past years. Therefore the results from these 6 students are preliminary but, we believe, of interest.

Our major conclusion is that we appear to be having some success in meeting several of our goals and objectives (see page 1), in particular encouraging students to study environmental topics from the scientific and traditional Native American perspectives and in encouraging these teens to go on to college. We asked if the program made a difference in courses taken in school. Responses include:

- 5 responded Yes with the following comments (1 person did not respond to this question):

  "I took science courses that I would have never thought twice about."
  "Since this program, I have become interested in herbs and other herbal plants, I have also taken Biology and plan to take Chemistry."
  "I have been taking more science classes and have done better in them."
  "Knew (I) had an interest in science, program helped move more into science."

We asked if their attitude toward courses was changed by the program, and were they able to enjoy or understand their course work (especially science or math) more after the program?

- All 6 responded Yes with the following comments:

  "I knew more history of things after the program and recognized more names of things."
  "I understood the importance of the courses I was taking and how I could help Native people."
  "What we learned helped me understand more in school."
  "Just more familiar with sciences."

We asked if the program changed their attitude about going to college and were they more likely to attend college now than before the program?

- 4 responded yes, 2 said they had planned to go to college even before attending the program. Comments:

  "Now that I know more how campus life is, I really like it."
  "I always thought about college, but now I know that I want to go for sure."
  "Feel comfortable on campus."

Complete questions and responses are in Appendix D.

Facilities

Again this year we were fortunate to be able to stay on the LCO reservation at the Abiinooji Aki Center whose director is LCO member, Maryellen Baker. This setting provides the opportunity for students and staff to meet and interact with Maryellen whose teaching and living example are very important to the success of the program. Not only did Maryellen provide us with pleasant lodging and wonderful foods, she taught us all about healthy living, respecting each other and all life and the importance of caring for the earth. Because of her important contributions over the past two years, we have invited Maryellen and she has agreed, to be one of the sponsors of this program along with the LCO Ojibwa Community College. We are indebted to Mr. Bill Lontz for his role in introducing us to Maryellen and helping make this program grow and prosper in many ways.

Dr. Jasjit Minhas and his staff at the LCO Ojibwa Community College allowed us to use the environmental science laboratory and several other meeting rooms at the college for which we are most grateful. Mr. Marvin Defoe, Director of the Red Cliff Youth Center allowed us to stay at the Center one evening and provided a wonderful day of activities and learning for our program.

Coordination with the Teachers Workshop

1996 marked the second time we combined the PreCollege program with a concurrent educational program for teachers entitled "Wetland Perspectives: Ways of Looking at the Landscape." Brian Perry who is a Ph.D. student in the Land Resources program was the originator, planner and teacher for the program. A number of activities overlap with the PreCollege program which we feel enhance both. For example the teachers and precollege students worked together on the gathering of wigwam materials and building the lodge at the LCOOCC. The teachers joined the PreCollege program at Bad River for the tour of the sloughs. In addition, each evening we were joined together with Maryellen Baker at the LCO Cultural Healing Center for our dinner meals. While we believe these opportunities for sharing between the two programs is mutually enriching, we must be continually mindful of keeping joint activities geared so that speakers and activities are aimed to provide a quality experience for both groups. A separate report describing the teachers workshop is available.

Conclusions

Based on positive evaluations from student participants and the staff, we feel it is important to continue offering the program. To make it even more valuable to all involved several specific changes should be instituted:

- enhance recruitment efforts to identify a larger pool of participants
- selecting those who are likely to benefit the most
- develop curriculum to emphasize the academic portions and provide structured activities for leisure activities
- continue to include and expand Native American resource persons as teachers
- emphasize rules of conduct and regulations
- continue to build on contacts with current reservations and expand to others
- monitor overlap of PreCollege and Teachers program being especially attentive to having guest speakers attuned to both groups

As we begin to plan for the summer of 1997, these changes will be incorporated into our planning efforts.

Pre-College Program Calendar

Week 1

	Monday, July 29	Tuesday 30	Wednesday 31	Thursday, August 1	Friday 2	Saturday 3	Sunday 4
A.M.	meet at LCO 9:00am Greeting at LCO Pipestone *	Canoe Trip at Flowage with Jerry Smith	Red Cliff with Marvin Defoe	meet at New Tribal off. at 10:00 am Bad River Sloughs Waverly Beach with Danny Powless	Deb Anderson Invertebrate lab at 9:00 am	Laundry	Travel to Green Bay
Lunch	start Wigwam & collect plants		Fish Hatchery			Closure w/wigam elders	
P.M.	Wigwam *	finish wigwam & press plants	Clay gathering and bead making at Raspberry Bay	GLIFWC * Fish Shocking Bad River 2-5:00 pm meet@ boat launch hwy.2	Ethno-Botany lab plant research	Begin projects/ use LCO library visit TeePee with John Anderson and Ginger Wilcox	Group Ch. Trust Falls
Dinner *					Feast @ A-frame		
Board	Mary Ellen/Bunkhouse	Mary Ellen/Bunkhouse	fire beads at Community Center and music with Frank Montano	Bunkhouse	Bunkhouse		St. Norberts Green Bay
Bad weather alternative		Library/Video Deb in Lab?		Library Deb? Collect Food for feast			

Week 2

	Monday, August 5	Tuesday 6	Wednesday 7	Thursday 8	Friday 9
A.M.	Menomonie Forestry Center at 10:00 am	Oneida Farms	Introduction to UW Barb Elgutaa- Tom Yuill and others 9:00 am room 188	Computers/ Projects	pack and final work on present.
Lunch	Lunch in Forest	Prepare food Trad. breads	Intro. to Library Work on projects	Mounds w.L.Johns	Project present.
P.M.			State street B-ball/Capitol	at Aztalan park	at 1:30 pm * closing ceremony
Dinner	Dinner at Menomonie	Dinner at Oneida	Pizza with Native Students	Barbara Borns for Dinner	
Board	St. Norberts/Green Bay	Madison	Madison	Madison	

**Activities so marked were done jointly with the Teachers Workshop.

Appendix B

Participants/Consultants in Program

UW-Madison Staff
David Mickelson, Project Investigator, UW-Madison
Barbara Borns, Programs Coordinator, UW-Madison
Brian Hirsch, Instructor, UW-Madison
David McWethy, Instructor, UW-Madison
Angelina Okuda-Jacobs, Instructor, UW-Madison
Brian Perry, Instructor for Teachers program, UW-Madison

At Lac Courte Oreilles (LCO), and Bad River
Deb Anderson, LCO Ojibwa Community College (LCOOCC)
John Anderson, LCO
Maryellen Baker, LCO Cultural Healing Center
Marilyn Benton, LCOOCC
Bill Lontz, LCO, UW-Extension, retired
Jim Meeker, Northland College
Glenn Miller, Great Lakes Indian Fish and Wildlife Commission
Jasjit Minhas, LCOOCC
Dan Powless, Bad River Natural Resources Department
Leslie Ramczyk, LCOOCC
Timm Severud, LCO Hydro Project
Jerry Smith, LCOOCC
Saxon St. Germaine, LCO
Ginger Wilcox, LCO

At Red Cliff
Marvin Defoe
Judy Pratt-Shelly

At Menominee
Marshall Pecore
Steve Arnold
Larry Waukau

At Oneida
Carol Elm
Pat Ninham
Beverley Scow
Paul Smith

In Madison and UW-Madison
Akbar Ally, UW-Madison
Lee Archiquette, Wisconsin Department of Natural Resources
Roberta Hill-Whiteman, UW-Madison
Larry Johns, Indian Mounds Effigy Specialist
Milford Muskett, UW-Madison
Mary Stoker, UW-Madison
Gary Sandefur, UW-Madison
David Vinson, UW-Madison
Thomas Yuill, UW-Madison

We also appreciate the help of other staff members and students from IES who helped make this program happen. Thanks to Eileen Hanneman, Jane Roberts, Ann Kozich, Tom Sowle, Cheryl Sandeen, Mary Mercier, Ian Henderson, Rhonda Kranz and Mary Hobbs.

SUMMARY SHEET

STUDENT EVALUATION FORM OF PRECOLLEGE PROGRAM
ENVIRONMENTAL STUDIES FOR NATIVE AMERICAN STUDENTS

1. Overall how would you rank the workshop?

9 Excellent	2 Fair
1 Good	___ Poor

2. Using a rating scale of 1-5 (1=excellent, 5=least), how would you rank the following activities? If you did not participate in an activity, write "NA".

Workshop Activities:

Pipestone Falls with Jerry Smith	NA-2, 1-4, 2-3, 3-1
Wigwam material collection and building	NA-1, 1-2, 2-5,3-2
Chippewa Flowage - Canoe Trip	1-5,2-3, 3-1
Clay bead making and other activities at Red Cliff with marvin Defoe	1-2, 2-5, 3-1, 4-1
Bad River Slough Trip	1-3, 2-3, 3-2, 4-2
Electro shock fishing with GLIFWC	1-4, 2-1,3-3, 4-1, 5-1
Invertebrate collecting at LCO	1-2, 2-3, 3-1, 4-5,
Tipi and story-telling with John Anderson and Ginger	NA-1, 1-5, 2-1, 5-4
Forest Exercises in the Menominee Forest	2-4, 3-5, 4-1, 5-2
Trip to Oneida Farms and traditional food	1-3, 2-3, 3-2, 4-3, 5-1
Using computers, library resources, and the Internet in environmental science	1-11, 2-1
Working on project presentations	1-2, 2-8, 5-2
Field Trip to Aztalan with Larry Johns	1-5, 2-2, 3-4, 4-1
Staying at the A-frame with Mary Ellen	1-9, 3-1, 4-1

Other comments: - Spend more time in Oneida
- This program was fun, but half of the program was boring
- I didn't go to most of the trips
- It was very fun!
-Keep on having program

3. What will you remember the most?

- climbing all the stairs
- going up all the stairs
- the van rides, the trips to rez's.
- the canoe trip on the flowage
- going to Azatalan
- shocking the fish and putting in the bucket, measuring the fish, wigwam building
- The trip to Pipstone Falls with Jerry Smith
- saying my name and where I'm from every day!
- computer lab
- pizza
- going canoeing
- going to Oneida and the flowage

4. What are some things you learned from the workshop?

- how to build a wigwam
- how to move the van
- info about mounds, how to build wigwam, make beads out of clay
- how to use computers
- how to use the Internet, how to find out the diameter of a tree and which trees to cut down and how to find out how old a tree is without cutting it down
- different computers
- different plants and how they were used
- I learned about wolves
- that some tribes practice cannibalism
- I learned about bats
- I learned more about wildlife

5. How were the counselors?

- they were pretty darn good
- OK
- Fair
- Excellent
- One was bossy
- The counselors were great! I hope they come back.
- Pretty good
- Nice (most of the time)
- I thought they were very nice
- Pretty cool, understanding
- The best
- Pretty hard to talk with

6. What would you have changed?

- stay in Madison longer
- stay long in Madison
- stayed longer at the reservations and Madison
- stay longer in Madison
- the length of the program, it should be three weeks
- would want other people to be nice, air conditioner in each room
- the age at which you can enter this program, no troublemakers
- not going to the boring places
- going swimming more
- going swimming more
- spend more time in Oneida

7. Did you like sharing the activities with the teachers from the teachers program?

- Yes: 8
- Kind of:1
- Don't know: 1
- No: 2

8. Would you want your friends to be in the workshop?

Yes - 11

9. Would you participate a second time?

Yes - l2

10. Other suggestions or comments?

- have air conditioners in the dorms
- more time with Jerry Smith and Larry Johns
- I think the program should be three weeks
- Keep the program going so I can come back again
- Keep funding us
-

Signature_____ (Optional)

Summer, 1996

To: Students who have participated in the Pre College Program

From: Barbara Borns, Program Coordinator

SUMMER 1996
Five Year Evaluation of PreCollege Program for Native American Students

The Institute for Environmental Studies at UW-Madison has co-sponsored, with the Lac Courte Oreilles Community College, a PreCollege program for Native American Students for the past five summers. As a past participant in this program, we would like your opinion about several issues. We would like to assess how this program may have affected your attitude toward going to college and toward the world in general. Please take a few minutes to respond to the questions below and return to us in the enclosed stamped envelope.

IT IS VERY IMPORTANT TO KNOW HOW THIS PROGRAM MAY HAVE AFFECTED YOU. WE ENCOURAGE YOU TO LET US KNOW YOUR THOUGHTS ABOUT THESE QUESTIONS. THANKS FOR YOUR HELP AND WE HOPE YOU ARE DOING WELL.

1. Did this program make a difference in courses you took in school? Describe the differences.
   - Yes, I took science courses that I would have never thought twice about.
   - Since this program, I have become interested in herbs and other herbal plants, I have also taken Biology and plan to take Chemistry.
   - Yes, I have been taking more science classes and have done better in them.
   - Yes, in Science
   - No
   - Yes, because I can somewhat understand Biology class.

   For example did you take any biology, chemistry, math or economics courses which you might not have prior to your experience in the program? Or other courses?

   - Yes, I took a lot of Biology classes.
   - I forgot.
   - No

- Yes, see #1

2. Was your attitude toward courses changed by the program? Were you able to enjoy or understand your course work (especially science or math) more after the program? Explain briefly.
   - I knew more history of things after the program and recognized more names of things.
   - Yes, I understood the importance of the courses I was taking and how I could help Native people
   - Yes, what we learned helped me understand more in school.
   - Yes
   - Yes, I know more about environmental science.
   - Yes, I know what most of the stuff means now.

3. Did the program change your attitude about going to college? Are you more likely to attend now than before the program?
   - Yes, now that I know more how campus life is, I really like it.
   - Yes, I always thought about college, but now I know that I want to go for sure.
   - I think I really want to go to college now.
   - No, because I still want to go to college.
   - I was planning on going to college but this may have made me want to more because of the real college experience.
   - Yes

4. Has your vision about possible jobs/employment changed since the program? How?
   - I wanted to be a lawyer before, but now I want to work with environmental topics saving the planet.
   - Yes, I thought about getting a job dealing with wildlife.
   - Yes, it's made me want to do something in science, but I'm not sure what yet.
   - Yes
   - No
   - No

5. Do you feel you now have more employment options as a result of this program?
   - No
   - No, I'm too young to get a job
   - Yes (2)
   - Kind of because it is helping me in school.
   - Yes, we met a lot of different people with different jobs. Now I know more stuff.

6. Are you optimistic about your future? Did the program affect this?
- Yes. It made me decide what I really want to do.
- Yes, I know that I'm learning things that I can teach to other people.
- Yes, it's made me study harder in school.
- Just a little
- No

7. Other comments you wish to make to improve the program.
- I wanted it to be three weeks.
- Make the program longer.

8. Did any of the people you met during the program inspire you and your future plans? or have an effect on your educational plans? Explain who this was and briefly describe.
- Yes, Jerry Smith and Larry Johns. They inspired me to learn all I could about my own people and others.
- Yes, the counselors who made careers in science look like something I would like to try.
- No, not really.
- Yes, almost everyone inspired me.
- Jerry Smith made me think about how our heritage is starting to disappear, so I am going to work harder on my Ojibwe language class.
- Larry Waukau - his words are very true and inspirational.

9. Did this program spark your interest in attending other college bound activities?
- Yes(4)
- Not really
- Yes, I recently went to another pre-college program.

10. Were you inspired by any one of the program participants?
- Not really (2)
- No (2)
- Yes, my cousin
- Yes, I was inspired by the counselors about the environment.

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